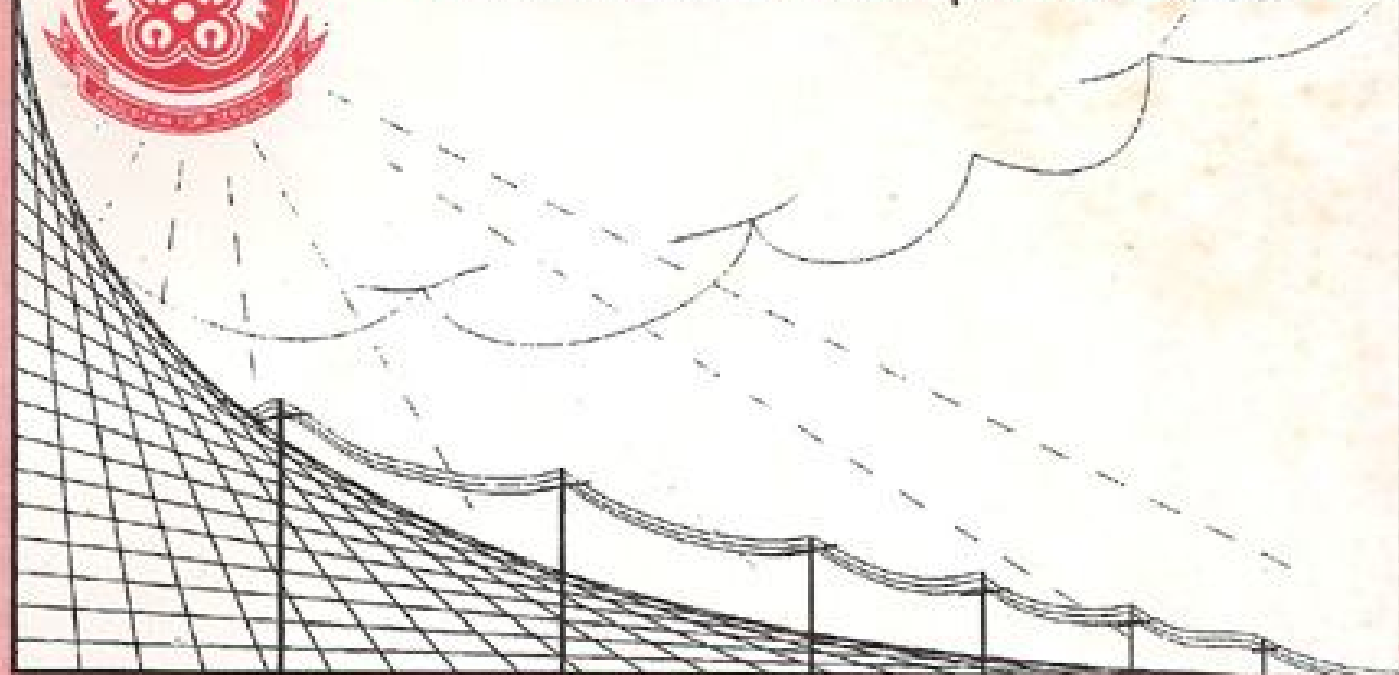


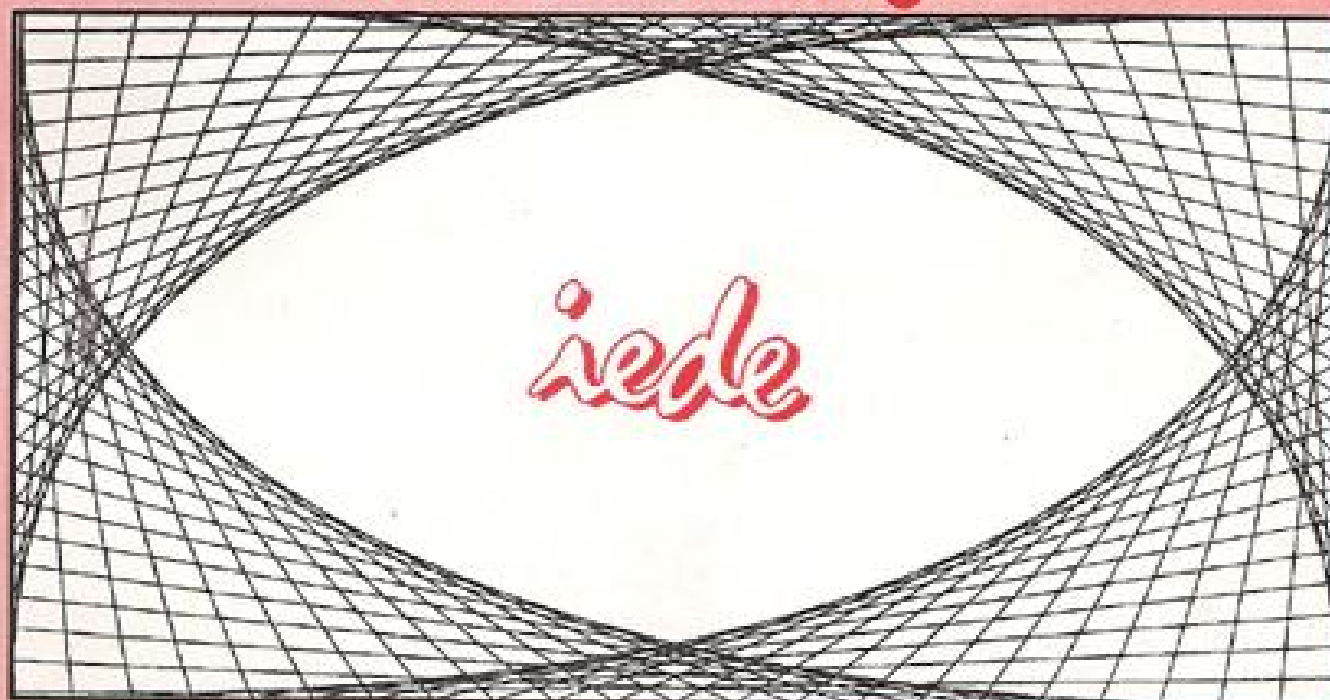


UNIVERSITY COLLEGE OF EDUCATION OF WINNEBA
Institute for Educational Development and Extension



DBIE
Diploma in Basic Education
by distance

Methods and materials for primary school teaching 1



| | | |
|---|---|-----------|
| ▶ | INTRODUCTION | 10 |
| ▶ | SECTION 1 STRENGTHS AND OPPORTUNITIES IN PRIMARY EDUCATION | 12 |
| | Strengths and opportunities | 12 |
| | Free compulsory universal basic education (FCUBE) | 13 |
| | Budgetary allocation | 14 |
| | State-sponsored teacher training | 15 |
| | Professional development | 15 |
| ▶ | SECTION 2 WEAKNESSES AND THREATS IN PRIMARY EDUCATION | 20 |
| | Teacher | 20 |
| | Pupils | 22 |
| | Teaching and learning | 24 |
| | Teaching materials | 25 |
| | Supervision | 27 |
| ▶ | SECTION 3 PRINCIPLES OF TEACHING | 30 |
| | What is teaching | 30 |
| | Principles of teaching | 33 |
| ▶ | SECTION 4 SKILLS AND OBJECTIVES OF PRIMARY SCHOOL TEACHING | 40 |
| | Skills of teaching in the primary school | 40 |
| | Teaching objectives | 44 |
| ▶ | SECTION 5 TEACHER-DIRECTED METHODS | 50 |
| | The basic framework for effective teaching | 50 |
| ▶ | SECTION 6 LEARNER-ORIENTED METHODS | 58 |
| | What are learner-oriented methods? | 58 |
| | Project work | 58 |
| | Participative learning | 60 |



| | | |
|---|---|-----|
| ▶ | INTRODUCTION | 68 |
| ▶ | SECTION 1 PICTORIAL AIDS | 70 |
| | Definition of teaching materials | 70 |
| ▶ | SECTION 2 BOARDS AND ADHESIVES | 80 |
| | Chalkboard | 80 |
| | Flannelgraph (Feltboard) | 85 |
| | White board | 86 |
| | Magnetic board | 87 |
| | Peg board | 87 |
| | Bulletin board | 88 |
| ▶ | SECTION 3 ELECTRICALLY OPERATED TEACHING AIDS | 90 |
| | Film strips and slides | 90 |
| | Screen | 92 |
| | Overhead projector | 92 |
| | Motion pictures | 93 |
| | Television | 93 |
| | Radio | 94 |
| | Tape recorder | 95 |
| | Computer | 96 |
| ▶ | SECTION 4 THE BOOK CATEGORY | 98 |
| | Textbooks and workbooks | 98 |
| | The library | 101 |
| | Maps, atlases and the globe | 104 |
| ▶ | SECTION 5 COMMUNITY RESOURCES | 106 |
| | The classroom environment | 106 |
| | Community resources | 107 |
| | Field trip | 109 |
| ▶ | SECTION 6 PREPARING TEACHING MATERIALS | 116 |



| | | |
|---|--|-----|
| ▶ | INTRODUCTION | 136 |
| ▶ | SECTION 1 THE TEACHING OF ENGLISH I | 138 |
| | Grammar-translation method | 139 |
| | Situational language teaching | 140 |
| | The direct method | 142 |
| ▶ | SECTION 2 THE TEACHING OF ENGLISH II | 146 |
| | Design of instruction | 146 |
| ▶ | SECTION 3 TEACHING GHANAIAN LANGUAGE AND CULTURE | 154 |
| | Ghanaian language | 154 |
| ▶ | SECTION 4 THE TEACHING OF MUSIC AND DANCE | 164 |
| | What is Music? | 164 |
| | The music and dance lesson | 170 |
| ▶ | SECTION 5 CLASSROOM MANAGEMENT | 176 |
| | What is classroom management? | 176 |

| | | |
|---|---|------------|
| ▶ | INTRODUCTION | 188 |
| ▶ | SECTION 1 THE TEACHING OF MATHEMATICS | 188 |
| | The demand for mathematics | 188 |
| | Why do we teach mathematics | 189 |
| | Objectives for teaching mathematics | 190 |
| | General principles | 190 |
| | Specific principles in the teaching of mathematics | 191 |
| | How much mathematics should we teach? | 192 |
| | Mathematics activities | 193 |
| | Methodology | 194 |
| | A mathematics lesson plan | 194 |
| ▶ | SECTION 2 THE TEACHING OF INTEGRATED SCIENCE | 198 |
| | What is science | 198 |
| ▶ | SECTION 3 PHYSICAL EDUCATION | 208 |
| | Aims of physical education at the primary school | 208 |
| | Physical education activities | 209 |
| | Some hints for teaching a PE lesson | 211 |
| | Evaluating a physical education lesson | 211 |
| | Class management in PE class | 212 |
| | Enjoying the PE lesson | 213 |
| | Health education aspect of physical education | 214 |
| | Some PE materials | 215 |
| ▶ | SECTION 4 TEACHING SPECIAL NEEDS PUPILS IN NORMAL CLASSROOMS | 218 |
| | The concept of special needs pupils | 218 |
| | Characteristics of children with special needs | 219 |
| | Special education and exceptionality | 220 |
| | Principles of teaching special needs pupils | 223 |
| | Methods for teaching special needs pupils | 226 |
| ▶ | SECTION 5 THE ART OF QUESTIONING | 230 |
| | The origin of questioning | 230 |
| | Types of questions | 231 |
| | The objectives of questioning | 233 |
| | Principles of questioning | 234 |
| | Guidelines for effective questioning | 236 |
| | Effective questioning during a lesson | 237 |
| | Pupils' questions and answers | 238 |





Hello, let me take this opportunity to welcome you to this course, **Methods and materials for primary school teaching 1**. This is one of the education studies courses which form part of your BEd programme. The purpose of this course is to equip you with the professional competence you require to either teach at the primary school yourself, or train primary school teachers.

The course is meant to take you through discussions on a number of relevant issues pertaining to effective primary school teaching. As you are aware, teaching at the primary school requires a lot of professional competence because the primary level is the foundation of the whole educational enterprise. It is therefore crucial that teachers who will be teaching at this level are adequately prepared. Hence, the need for a course like this. This is a two-credit course which is made up of four units.

The first unit deals with issues and methods in primary education. We shall discuss some salient issues and methods in primary education. The second unit deals with teaching materials. Here, our main concern will be to identify the various teaching materials that we can use at the primary school to make teaching and learning effective.

In Units 3 and 4, we shall talk about the teaching of specific primary school subjects. Unit 3 deals with the teaching of the arts and humanities while Unit 4, which is the last unit, deals with the teaching of the sciences. The last two sections of Unit 4 are devoted to teaching exceptional children in the primary school and the technique of using questions in teaching.



After going through this course you will be able to:

- identify the main strengths and weaknesses in primary education in Ghana
- identify the various methods which we can adopt to make our teaching at the primary school effective
- identify a number of teaching/learning materials that we can use to make teaching effective
- construct simple teaching materials from items in our communities
- discuss the techniques of teaching the various primary school subjects

I wish you the best of luck.